

## MTSS:

Module 5: Resource 1

### Setting up intervention plans that work:

Reading:

Error Analysis says the concern is....	Possible interventions	Data Collection Examples	Comments
Sight words	Flash cards; lists; drill; Drill sandwich	Tallies	Automaticity
Medial vowels	Flash cards; lists; drill; Drill sandwich	Tallies or accuracy count.	Help correct enunciation
Substitutes similar words	Flash cards; Drill sandwich	Tallies or accuracy count; WPM	
Decoding words	Segmenting; blending; word wall; chunking; word walls	WPM; running record; accuracy count	Review of phonics rules and helps put them into practice
Reading fluency	Repeated readings; Duolog reading Drop word reading Echo reading Read aloud; buddy read	WPM Track number of pages read. Cold read vs. hot read	Modeling helps with intonation and reading thoughts, not just words
Vocabulary	Flash cards: Synonyms and antonyms; Drill sandwich; Who has? Word game Word pictures; Chunking Root words/ prefixes/ suffixes Synonyms and antonyms; Drill sandwich Repeated readings Word walls/families Context clues Preteach vocabulary Self made word books (dictionary)	Tallies; accuracy; WPM	Combinations of visual; auditory, kinesthetic work the best.

Comprehension	Repeated readings; KWL Thinking maps Highlight key words SQ3R Jigsaw Context clues  Retellings Prereading plans Sketch to stretch	Points checklist Q/A strategy	Struggling readers may need to start with prereading strategies; graphic organizers and stopping at intervals to review is very helpful; visualizing what they read is also helpful.
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Math:

Error Analysis says the concern is....	Possible interventions	Data Collection	Comments
Computation	Charts; drill and practice; computer assisted instruction; calculator	Timed computation; Practice skills; Number of correct problems or percentage; Grades; test grades	
Story problems	Highlight key words; read to them if they struggle with reading	Percentage or number correct;	
Algebra/Geometry	Formula cards; sequence cards; Graph paper	Percentage or number correct	
Data	Formula cards; game scenarios; manipulatives	Percentage or number correct	

Writing:

Error Analysis says the concern is....	Possible interventions	Data Collection	Comments
Fluency	Word lists to choose from; Franklin speller/ dictionary/ thesaurus; telling story aloud before writing it; time to think and brainstorm before writing.	Word count; T-unit count Correct word sequence (CBM)	Fluency is often hindered by organizational problems and vocabulary. As organization improves so does fluency
Organization/ideas	Thinking maps; word lists; dictionary/thesaurus; graphic organizers; Pictures.	Word count; T-unit count Correct word sequence (CBM)	
Word choice	Word lists; Franklin speller/ dictionary/ thesaurus; models; editing; templates	Syntactic maturity—T-units; number of words per sentence; type token ratio.	
Conventions	Dictionary; spellers; peer/ buddy editing	Accuracy score of Correct word sequence.	
Overall writing	Models; templates; word lists; graphic organizers; thinking maps; pictures	6 trait writing rubric; T-units;	6-trait rubric may show which areas need most work; intervention plan and data collection can then be geared to those areas.
Handwriting/Getting thoughts on paper	Scribe; word processor;	Word count; compare to handwritten samples.	Testing modifications to shorten amount of writing may also be helpful.

## Testing accommodations

Error Analysis says the concern is....	Possible interventions	Data Collection	Comments
<p>Low test grades; needs accommodated or modified tests</p>	<p>10 Simple Adaptations and Modifications for Tests</p> <p>Shorten the test— Choose the most important concepts that a student needs to know. Break the test into sections. Even a long section of matching can be broken into smaller sections. (Also gives more white space and may prevent a student from being overwhelmed.) Word banks Thinking maps for essays questions. Bigger font More white space Multiple choice— strike one choice Open book/Use notes     One note card Visual cues, pictures, charts, graphs Read the test aloud</p>	<p>Graph test grades</p>	<p>If accommodations are helpful and other variables have not changed; test grades should improve.</p>

## Homework

Error Analysis says the concern is....	Possible interventions	Data Collection	Comments
Can't do the homework	Before/after school tutoring; study buddies; cooperative group work; after school programs	Tally of number of assignments turned in. Percentage of assignments turned in. Decrease the number of missing assignments	Need to decide what is optimal amount of homework; provide setting where student can get the help needed.
Chooses not to do the homework	Incentive programs; homework passes for completing work; after school programs;	Tally of number of assignments turned in. Percentage of assignments turned in; Decrease the number of missing assignments	
Forgets to turn in homework/Lost missing assignments	Homework folders; organizational systems; Check in/Checkout;	Tally of number of assignments turned in. Percentage of assignments turned in. Decrease the number of missing assignments	

## MTSS:

Module 5: Resource 2

# Collecting Data for student progress monitoring: General Education Intervention

### Data Collection:

Data collected must be a result of the intervention put in place. (Flashcards)

Data may be collected for 2-3 interventions at the same time using the same method. (Thinking maps, KWL, Context clues/pictures)

Data collection may be entirely different from the intervention as long as it measures the intervention. (Incentives/rewards; positive reinforcement—tally number of verbal outbursts during class.) In this case you would want a decreasing number of tallies to show progress and effectiveness of interventions.

### Reading:

Fluency/General reading skills: timed reading; reading should be a specific level; words read correctly; over a specific period of time.

Example: Student will read one minute on a fifth grade level passage. Data taken weekly Baseline: 45 wpm; Goal 55 wpm.

Graph: WPM

Accuracy: Increase accuracy of reading: Timed reading; specific level; percentage of words read correctly, specific period of time. Percentage obtained by dividing number of words read correctly by the total number of words read. (WRC/TWR)

Example: Student will read one minute passage at the 3<sup>rd</sup> grade level: Baseline: 88% accuracy; Goal 94% accuracy. (Hint: accuracy at 92% or below serious inhibits comprehension.)

Reading Level

Independent (98-100% accuracy)

Instructional (93-97% accuracy)

Frustration (92% accuracy and below)

Graph: Percentage number

Comprehension: Read a passage; answer questions regarding passage.

Questions answered with prompts or independently. Data collected weekly.

Baseline: 0; Goal: 14/16 points

Questions	With prompt (1 point)	Independently (2 points)
Main idea/ Theme		
Main Character		
Supporting Character(s)		

Setting		
Sequence of events		
Climax		
Resolution		
Genre (fiction; nonfiction; etc.)		

Graph: Number of points on each passage.

Q/A relationships: Ask questions over the story to check the comprehension. Set a number of questions for each passage read and do a percentage of the correct answers.

Ex. Ask 10 questions over a chapter in the book the child is reading; Gets 8 correct; 80%

Baseline: 0 Goal: 100% Graph: 80

Tallies: Used for flashcards, vocabulary lists, sight word lists, behavior traits, etc. Count number of correct out of number attempted. Collect data at least weekly. Example: Student will have a 50 word list. First time through he got 12 words correct; 12/50 baseline; Goal is 40/50 words on the list.

Graph: number of correct tallies.

CBM: Reading: one minute reading probe; WRC (words read correctly)

Math: number of correct digits on math probe.

Writing: number of correct word sequences.

Math:

Timed computation sheets: "Mad minutes" baseline: number correct before interventions put in place; Goal: Teacher determined based on class median.

Practice sheets of problems: Number correct or percentage correct.

Number of correct digits: (CBM)

Checklist of standards skills and/or formative testing;

Tallies of flash cards of facts

+ - checklist for mastery of skills. Graph number of skills on list student has mastered;

Daily math grades; Test grades

Writing:

Fluency:

3 minute timed writing: Count number of words.

Criteria:

Grade	Mastery	Multiplier
1	15	2.6
2	28	1.6
3	37	1.2
4	41	1.1
5	49	1.1
6	53	1.1

Baseline: Collect 3 samples take median score-this is baseline. To determine goal, take median and multiply by the multiplier for the grade level. If number is higher than mastery use mastery as goal. If number is less, take the average of the number and mastery level for the goal. Ex. Median is 15 at 4<sup>th</sup> grade level; take  $15 \times 1.1 = 16.5$ ; mastery is 41; so average  $(16.5 + 41) / 2 = 28.75$  (29) would be the goal.

T-units Syntactic maturity: Writing sample—3 minutes

t-unit is minimal number of words that can stand alone. Independent clause or sentence.

Baseline is first writing sample taken. Goal set according to class norms or average norms listed here.

1. Count the number of t-units in a given writing sample. (Graph the number)
2. Find the average number of words per t-unit in a given writing sample. (Graph the average)

Grade	Ave. words in T-unit
3	7
4	8
5	9
6	10

Computer assistance: On MAC—Spell/grammar check.

Have student do a writing sample on a word document and run the sample through the readability. It will give a word count, sentence count, words per sentence; character per word, readability level. (Choose any one of these data to graph depending on what you are looking to improve on)

Type Token ratio-Easiest one.

Count number of words with 7 letters or more. Divide by total number of words written. It will give you a type token ratio.

Scoring a writing sample using a 6 trait writing rubric. (These rubrics are available in several places or make up your own. )

Tests:

All students are allowed to have accommodations on the state tests, if they have been receiving these accommodations in the classroom and it is documented somewhere, i.e. ILP, 504, student intervention file.

Baseline: average of test grades before the interventions; Goal: Passing?  
Graph test grades for a particular subject, if having most problems with math, graph math test grades. (Accommodations may be used for all subjects but choose one to graph consistently.) If accommodations are helpful and other variables have not changed; test grades should improve.

Homework:

Can't or Won't complete homework. Need to decide why the student is not turning in homework. Decide what is optimal amount of homework; If student is consistently missing assignments may want to try to decrease this number and graph accordingly. Trendline would be a downward trend in this case. Tally of number of assignments turned in.

Percentage of assignments turned in.

Decrease the number of missing assignments

**TIER II INTERVENTIONS - SPECIFIC AND DATA COLLECTION**

Student: George Test

Grade: 08

KIDS ID: 24

Initial Plan Date: 09/11/2006

Teacher: Fierstein , Marcy

**STRENGTHS AND CONCERNS (CONSIDER THE FOLLOWING AREAS: CURRICULUM, INSTRUCTION, ENVIRONMENT, & LEARNER)**

Date:      Area of Intervention:

**Strengths:**

Good memorization skills  
tries hard  
works well in small groups

**Specific Concerns / Needs:**

Low vocabulary

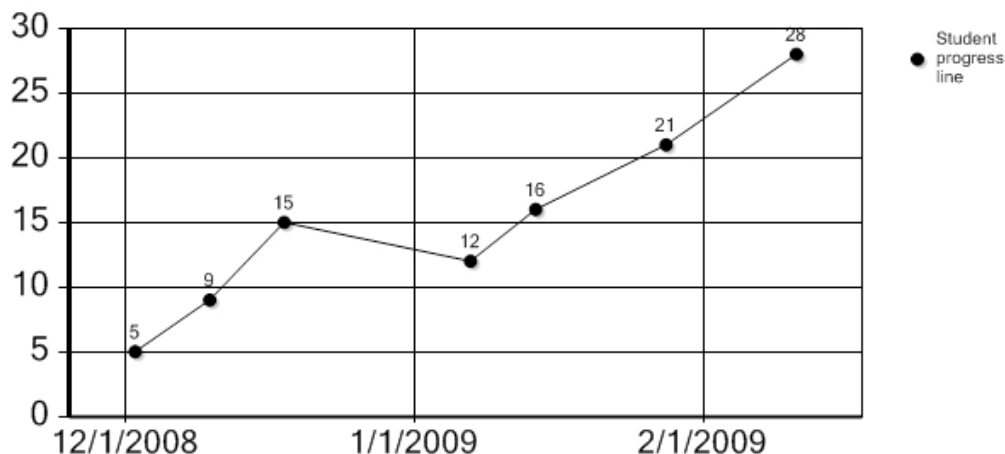
**TIER II - SPECIFIC INTERVENTIONS AND DATA COLLECTION**

Specific Intervention	How will it be carried out?	Who will carry out?	How will the data be collected?
vocabulary cards practice pre-teach vocabulary	10 minutes 2-3 times a week In the classroom	Peer Teacher	50 vocabulary words baseline 5

**Data Collection**

Date	Value
<u>12/02/2008</u>	<u>5</u>
<u>12/10/2008</u>	<u>9</u>
<u>12/18/2008</u>	<u>15</u>
<u>01/07/2009</u>	<u>12</u>
<u>01/14/2009</u>	<u>16</u>
<u>01/28/2009</u>	<u>21</u>
<u>02/11/2009</u>	<u>28</u>

Graphic indication of progress on this goal



**SUMMARY OF TEACHER INTERVENTION/ACCOMMODATIONS**

Date	What Works	What Does not Work

**Recommendations:**

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**STRENGTHS AND CONCERNS (CONSIDER THE FOLLOWING AREAS: CURRICULUM, INSTRUCTION, ENVIRONMENT, & LEARNER)**

Date:     Area of Intervention:

Strengths:

Specific Concerns / Needs:

**TIER II - SPECIFIC INTERVENTIONS AND DATA COLLECTION**

Specific Intervention	How will it be carried out?	Who will carry out?	How will the data be collected?
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Data Collection

Date	Value
—	

Graphic indication of progress on this goal



● Student progress line

**SUMMARY OF TEACHER INTERVENTION/ACCOMMODATIONS**

Date	What Works	What Does not Work
—		

Recommendations: